

# Tennessee English Language Arts Standards

## Grade 1

### Standard 1- Language

#### Conceptual Strand 1

*Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.*

#### Guiding Question 1

*How does language usage reflect mastery of Standard American English and its conventions?*

#### Grade Level Expectations

**GLE 0101.1.1** Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.

**GLE 0101.1.2** Employ a variety of strategies to decode words and expand vocabulary.

**GLE 0101.1.3** Develop and maintain phonemic awareness.

#### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.1.1** Identify and use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement) correctly.
- ✓ **0101.1.2** Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun *I*, proper nouns).
- ✓ **0101.1.3** Identify and use correct punctuation at the end of declarative sentences and questions.
- ✓ **0101.1.4** Form contractions using apostrophes.
- ✓ **0101.1.5** Understand that some words sound the same but are spelled differently and mean different things (homophones-flower/flour).
- ✓ **0101.1.6** Understand that groups of words make sentences.
- ✓ **0101.1.7** Understand that word order determines the meaning of a sentence.
- ✓ **0101.1.8** Identify and write complete sentences correctly.

- ✓ **0101.1.9** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
  - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
  - Spell three and four letter short and long vowel words, using basic CVC and CVVC patterns.
  - Alphabetize words to the first letter.
- ✓ **0101.1.10** Show evidence of expanding language through vocabulary growth.
  - Build vocabulary by reading, listening to, and discussing a variety of literature.
  - Use word families and word walls.
  - Read high frequency words in context.
  - Recognize and identify compound words, synonyms, and antonyms.
  - Identify positional words (e.g., inside, outside, beside, between).
  - Identify simple multi-meaning words in context (e.g., fly, pop, bat).
  - Use a picture dictionary/beginning dictionary to determine word meaning.

### **Phonemic Awareness**

- ✓ **0101.1.11** Maintain phonemic awareness.
  - Understand that a phoneme is one distinct sound.
  - Use sound stretching of one syllable words to identify each phoneme.
  - Use sound blending of each separately spoken phoneme to make meaningful words.
  - Segment one-syllable words into individual sounds and blend the sounds into whole words.
  - Recognize and produce rhyming words.
  - Recognize words that have the same beginning, middle, and ending sounds.
  - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
  - Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).
  - Change the letters of a given word to create new words (e.g., pan to nap, tent to net).
- ✓ **0101.1.12** Apply phonics generalizations in order to decode words.
  - Name all upper and lowercase letters of the alphabet.
  - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
  - Use letter-sound matches and structural analysis to decode grade level words.
  - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.
  - Apply long and short vowel rules when decoding text.
  - Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.
  - Continue to decode unknown words that are grade-level appropriate.

## Standard 2- Communication

### Conceptual Strand 2

*Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.*

### Guiding Question 2

*What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?*

### Grade Level Expectations

**GLE 0101.2.1** Develop critical listening skills essential for comprehension, problem solving, and task completion.

**GLE 0101.2.2** Develop critical speaking skills essential for effective communication.

### Checks for Understanding (Formative/Summative Assessment)

#### Listening

- ✓ **0101.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0101.2.2** Listen attentively to speaker for specific information.
- ✓ **0101.2.3** Understand and follow simple two and three-step oral directions.
- ✓ **0101.2.4** Summarize what has been heard using the logical sequence of events.

#### Speaking

- ✓ **0101.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0101.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0101.2.7** Give multi-step oral directions.
- ✓ **0101.2.8** Participate in group discussion.
  - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
  - Ask and respond to questions from teacher and other group members.
- ✓ **0101.2.9** Retell a story, describing the plot, characters, and setting.

✓ **0101.2.10** Recite poems, stories, and songs.

DRAFT

## Standard 3- Writing

### Conceptual Strand 3

*The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.*

### Guiding Question 3

*How will students demonstrate their ability to write effectively for a variety of purposes and audiences?*

### Grade Level Expectations

**GLE 0101.3.1** Compose simple stories with a clear beginning, middle, and end.

**GLE 0101.3.2** Employ a variety of strategies to generate story ideas.

**GLE 0101.3.3** Begin to develop topic sentences.

**GLE 0101.3.4** Evaluate own and others' writing using a simple classroom rubric.

**GLE 0101.3.5** Determine how, when, and whether to incorporate graphics in written work.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0101.3.2** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).
- ✓ **0101.3.3** Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0101.3.4** Use temporary/creative spelling to spell independently as needed.
- ✓ **0101.3.5** Arrange events in a logical and sequential order when writing.
- ✓ **0101.3.6** Begin to add descriptive words and details to writing.
- ✓ **0101.3.7** Create legible documents for reading by forming legible upper and lower case letters utilizing correct spacing, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0101.3.8** Evaluate own and others' writing through small group discussion and shared work.

- ✓ **0101.3.9** Incorporate suggestions from teachers and peers.
- ✓ **0101.3.10** Use a simple rubric to evaluate writing.
- ✓ **0101.3.11** Illustrate written work with simple drawings.

DRAFT

## Standard 4- Research

### Conceptual Strand 4

*Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.*

### Guiding Question 4

*How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?*

### Course Level Expectations

**GLE 0101.4.1** Define and narrow a topic for research.

**GLE 0101.4.2** Gather relevant information from a variety of sources.

**GLE 0101.4.3** Prepare and deliver an oral research report.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Identify a grade-appropriate research question.
- ✓ **0101.5.2** Determine two resources to answer a research question.
- ✓ **0101.5.3** Use the family and community as resources for information.
- ✓ **0101.5.4** Visit the library as a resource of information for research.
- ✓ **0101.5.5** Locate a print source for research (e.g., magazine, book).
- ✓ **0101.5.6** Deliver an oral research report that demonstrates a gathering of information.

## Standard 5- Logic

### Conceptual Strand 5

*Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.*

### Guiding Question 5

*How can students develop and demonstrate the ability to apply logic in a sound and systematic way?*

### Grade Level Expectations

**GLE 0101.5.1** Further develop an understanding of sequential order.

**GLE 0101.5.2** Recognize the relationship of actions and consequences.

**GLE 0101.5.3** Make inferences and draw appropriate conclusions.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Arrange four or more items or events in sequential order.
- ✓ **0101.5.2** Recognize logical decisions and choices in reading selections.
- ✓ **0101.5.3** Make and adjust predictions in a variety of written and oral contexts.
- ✓ **0101.5.4** Compare and contrast information and ideas.



## Standard 6- Informational Text

### Conceptual Strand 6

*Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.*

### Guiding Question 6

*What specific strategies and skills are required in order to understand and interpret various informational texts?*

### Grade Level Expectations

**GLE 0101.6.1** Follow simple directions in a short informational text.

**GLE 0101.6.2** Identify the main ideas and supporting details of informational text.

**GLE 0101.6.3** Recognize that a variety of graphics can support informational text.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.6.1** Follow simple written directions to complete a task.
- ✓ **0101.6.2** Identify the main ideas and supporting details of informational texts.
- ✓ **0101.6.3** Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0101.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).

## Standard 7- Media

### Conceptual Strand 7

*An ability to understand and analyze media and technology will be vital, ongoing life skills.*

### Guiding Question 7

*What strategies will help students become thoughtful users of information coming from a wide variety of media?*

### Grade Level Expectations

**GLE 0101.7.1** Explore a variety of media.

**GLE 0101.7.2** Recognize the ability of media to inform, persuade, and entertain.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations).
- ✓ **0101.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0101.7.3** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- ✓ **0101.7.4** Enhance oral presentations with a visual medium.

# Standard 8- Literature

## Conceptual Strand 8

*Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.*

## Guiding Question 8

*What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?*

## Grade Level Expectations

**GLE 0101.8.1** Explore and experience various literary genres.

**GLE 0101.8.2** Employ a variety of basic reading comprehension strategies.

**GLE 0101.8.3** Develop reading fluency and accuracy.

**GLE 0101.8.4** Identify basic literary elements.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.8.1** Read picture books, alphabet and number books, rhyming books, story books, fairy tales, poetry, and nonfiction text.
- ✓ **0101.8.2** Distinguish between fiction and nonfiction and fantasy and reality.
- ✓ **0101.8.3** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0101.8.4** Make predictions about text.
- ✓ **0101.8.5** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0101.8.6** Derive meaning while reading by employing the following strategies:
  - Asking questions to clarify meaning.
  - Participating in discussions.
  - Predicting what will happen next.
  - Creating mental images.
  - Using illustrations to gain meaning.
  - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
  - Relating knowledge from personal experience, and/or other text.
- ✓ **0101.8.7** Identify the characters, plot, and setting of a story.

- ✓ **0101.8.8** Participate in shared reading and small group guided reading.
- ✓ **0101.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0101.8.10** Read orally with fluency and accuracy.

DRAFT